

### Third Grade Speaking Grade Standards, Supporting Skills, and Examples

**Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<b>3.S.1.1 Students are able to present oral information in a clear and organized manner. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>• make brief descriptive presentations that use concrete details to describe people, places, things, or experiences;</li> <li>• present brief oral reports/stories that have a beginning, middle, and ending;</li> <li>• select details specific to the central focus/topic; omit clutter.</li> </ul>

**Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<b>3.S.2.1 Students are able to differentiate between formal and informal language and use descriptive vocabulary when speaking for different purposes. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>• express knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure;</li> <li>• use correct subject-verb agreement and appropriate verb tense when speaking;</li> <li>• speak clearly using appropriate pronunciation, rate, and diction;</li> <li>• speak expressively using the appropriate volume and inflection.</li> </ul>
(Comprehension)	<b>3.S.2.2 Students are able to participate in informational and dramatic communication activities that incorporate various presentation strategies. <i>To meet this standard students may:</i></b> <ul style="list-style-type: none"> <li>• identify how non-verbal cues convey meaning;</li> <li>• create visual aids to use in oral presentations (<b>for example:</b> pictures, maps, charts, graphs, props);</li> <li>• use technology to enhance messages.</li> </ul>

**Third Grade Speaking  
Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• present oral information in a clear and concise manner, using expanding vocabulary;</li><li>• differentiate between formal and informal language when speaking for different purposes;</li><li>• use various presentation strategies.</li></ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• present oral information in a clear and concise manner;</li><li>• differentiate between formal and informal language;</li><li>• use descriptive vocabulary when speaking for different purposes;</li><li>• participate in activities that incorporate various presentation strategies.</li></ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• present information orally;</li><li>• recognize types of formal and informal language;</li><li>• participate in activities that incorporate limited presentation strategies.</li></ul>

**Third Grade Speaking  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Third grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• speak clearly using appropriate pronunciation, rate, and diction;</li> <li>• use correct subject-verb agreement and appropriate verb tense when speaking;</li> <li>• express knowledge, ideas, and requests clearly;</li> <li>• use appropriate vocabulary and sentence structure.</li> </ul>
<b>Intermediate</b>	<b>Third grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• tell, retell, summarize, and paraphrase ideas;</li> <li>• talk to others to identify, explore, and solve problems;</li> <li>• explain why homework is incomplete;</li> <li>• rehearse different ways of speaking according to the formality of the setting.</li> </ul>
<b>Basic</b>	<b>Third grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• ask to borrow materials from a peer;</li> <li>• express preference for a particular story;</li> <li>• present oral information in a clear and organized manner;</li> <li>• enlarge speaking vocabulary.</li> </ul>
<b>Emergent</b>	<b>Third grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• communicate with gestures or in a language other than English;</li> <li>• build a speaking vocabulary;</li> <li>• communicate orally basic personal needs;</li> <li>• greet teachers appropriately when entering the classroom;</li> <li>• express lack of understanding;</li> <li>• know and communicate first name.</li> </ul>
<b>Pre-emergent</b>	<b>Third grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• do not understand enough language to perform in English.</li> </ul>

# **Fourth Grade Speaking Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>4.S.1.1 Students are able to use complete sentences to express ideas and convey information in a clear and organized manner. <i>To meet this standard students may:</i></b></p> <ul style="list-style-type: none"> <li>• make narrative and informative presentations that provide facts, details, examples, and descriptions;</li> <li>• present effective introductions and conclusions that guide and inform the listener;</li> <li>• use familiar and unfamiliar vocabulary words to discuss and explain ideas across content areas.</li> </ul>

**Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>4.S.2.1 Students are able to apply expanding vocabularies and conventions of language to speak effectively in different situations. <i>To meet this standard students may:</i></b></p> <ul style="list-style-type: none"> <li>• determine the use of formal or informal language appropriate to the situation;</li> <li>• use correct subject-verb agreement, pronoun-antecedent agreement, and verb tense when speaking;</li> <li>• explore appropriate rhythm and pace to emphasize key ideas.</li> </ul>
(Application)	<p><b>4.S.2.2 Students are able to use informational and dramatic presentation strategies when communicating orally. <i>To meet this standard students may:</i></b></p> <ul style="list-style-type: none"> <li>• emphasize meaning by use of non-verbal cues (<b>for example:</b> gestures, facial expressions);</li> <li>• clarify and support key ideas through the use of appropriate props (<b>for example:</b> objects, pictures, charts);</li> <li>• use notes or memory aids to structure presentations;</li> <li>• use the tools of technology to enhance spoken messages;</li> <li>• explore how surroundings affect communication.</li> </ul>

**Fourth Grade Speaking  
Performance Descriptors**

<b>Advanced</b>	<b>Fourth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• present oral information in an organized manner to inform, persuade, give directions, entertain, and express personal opinions;</li><li>• refine and support oral communication through the use of various presentation strategies and tools.</li></ul>
<b>Proficient</b>	<b>Fourth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• use complete sentences to express ideas and convey information in a clear and organized manner;</li><li>• apply expanding vocabularies and conventions of language to speak effectively in different situations;</li><li>• use presentation strategies when communicating orally.</li></ul>
<b>Basic</b>	<b>Fourth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• present oral information in one or two different settings;</li><li>• recognize differences between formal and informal language;</li><li>• participate in activities that incorporate limited presentation strategies.</li></ul>

**Fourth Grade Speaking  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fourth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• apply expanding vocabulary and conventions of language to speak effectively in different situations;</li> <li>• share information about a favorite family recipe/native song/dance;</li> <li>• use presentation strategies when communicating orally.</li> </ul>
<b>Intermediate</b>	<b>Fourth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• express feelings and imagination;</li> <li>• relate personal experiences;</li> <li>• contribute to discussion and projects;</li> <li>• use complete sentences to express ideas and convey information;</li> <li>• participate in discussion by alternating the rules of speaker and listener.</li> </ul>
<b>Basic</b>	<b>Fourth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• use correct subject-verb agreement and appropriate verb tense when speaking;</li> <li>• enlarge speaking vocabulary.</li> </ul>
<b>Emergent</b>	<b>Fourth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• communicate with gestures or in a language other than English;</li> <li>• build a speaking vocabulary;</li> <li>• communicate orally basic personal needs;</li> <li>• greet teachers appropriately when entering the classroom;</li> <li>• express lack of understanding;</li> <li>• know and communicate first name.</li> </ul>
<b>Pre-emergent</b>	<b>Fourth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• do not understand enough language to perform in English.</li> </ul>

## Fifth Grade Speaking Grade Standards, Supporting Skills, and Examples

**Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p><b>5.S.1.1 Students are able to present oral information in an organized manner, supporting it with appropriate details and examples. <i>To meet this standard students may:</i></b></p> <ul style="list-style-type: none"> <li>• present orally information describing how to do or make something;</li> <li>• use listener response to determine clarity of message;</li> <li>• use appropriate structures for conveying information (<b>for example:</b> correct sequencing, cause and effect, similarity and differences, posing and answering questions).</li> </ul>

**Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p><b>5.S.2.1 Students are able to select and use strategies that facilitate clear speech in daily conversations and other discussions. <i>To meet this standard students may:</i></b></p> <ul style="list-style-type: none"> <li>• choose grammar and sentence structures appropriate to the audience and purpose;</li> <li>• use precise, descriptive language when speaking (<b>for example:</b> verbs, adjectives, and adverbs specific to the situation);</li> <li>• choose the appropriate volume, inflection, rhythm, and pace to emphasize key ideas and areas of importance.</li> </ul>
(Application)	<p><b>5.S.2.2 Students are able to support informational communication through the use of various presentation strategies and tools. <i>To meet this standard students may:</i></b></p> <ul style="list-style-type: none"> <li>• engage the audience with non-verbal cues;</li> <li>• use visual aids and graphic representations to reinforce/support main ideas and information;</li> <li>• select strategies and technology tools to support delivery (<b>for example:</b> speaking notes, memory aids, PowerPoint);</li> <li>• explore how environmental factors can impact communication (<b>for example:</b> space, audience size).</li> </ul>

**Fifth Grade Speaking  
Performance Descriptors**

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• present oral information and use various presentation tools and strategies to narrate and describe;</li><li>• speak precisely, using descriptive and situation-specific language;</li><li>• refine and support oral communication through the use of various presentation strategies and tools.</li></ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• present oral information in an organized manner, supported with detail and examples;</li><li>• speak clearly, using descriptive language in conversations and discussions;</li><li>• support oral communication through the use of various presentation strategies and tools.</li></ul>
<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• use complete sentences and conventions of language to convey information;</li><li>• use limited presentation strategies with support.</li></ul>

**Fifth Grade Speaking  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fifth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• demonstrate comprehension of and appropriate listener response to an oral report, discussion, and interview;</li> <li>• follow directions to participate in a peer's native dance or game;</li> <li>• evaluate and apply the appropriate listening behaviors in individual and group settings;</li> <li>• listen to literature read orally, comprehend it, and respond to it.</li> </ul>
<b>Intermediate</b>	<b>Fifth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• determine the importance of information that is seen and heard;</li> <li>• take notes on visual information from films, presentations, observations, and other visual media;</li> <li>• use speaking, writing, reading, and viewing to assist with listening.</li> </ul>
<b>Basic</b>	<b>Fifth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• use films, cassettes, and television to improve English language learning;</li> <li>• use computer programs to facilitate language learning.</li> </ul>
<b>Emergent</b>	<b>Fifth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• communicate with gestures or in a language other than English;</li> <li>• build a speaking vocabulary;</li> <li>• communicate orally basic personal needs;</li> <li>• ask questions to borrow classroom materials;</li> <li>• greet teachers appropriately when entering the classroom;</li> <li>• express lack of understanding;</li> <li>• know and communicate first name.</li> </ul>
<b>Pre-emergent</b>	<b>Fifth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• do not understand enough language to perform in English.</li> </ul>